

BANDY, LYLE E.

From: BANDY, LYLE E.
Sent: Tuesday, January 08, 2013 8:14 AM
To: BANDY, LYLE E.
Subject: FW: Charter School Meeting

Orange Park Performing Arts Academy Comments

Lyle Bandy: Student Services

The OPPAA Charter School Application has contradictions, omissions, and misleading statements. On page 419 the application states that members of the Governing Board will not be involved in the day to day operations of the school. This is the responsibility of school management. Yet on page 395 it states that disciplinary action taken by the Principal of the school may be appealed to the Executive Director of the Governing Board and that this person's decision is final. Clearly this reflects constant involvement of a Board member in the daily operation of the school.

On page 41 of the Curriculum Plan it states advanced students will take private lessons arranged by the school and have master classes with guest instructors from the Jacksonville Symphony Orchestra. However in their memo of understanding the JSO lists two visits to the school by a 3-piece performing group and invites 100-200 students to attend three performances in Jacksonville. Nowhere is there any mention to provide private instruction to the students.

Page 40 indicates that consultants will train school staff through ongoing professional development in the effective use of educational programs adopted by the school. "We have contacted Sharon Chapman, a former Clay County district administrator to serve as consultant as well as Neil Sanders to assist with replicating existing programs." While contact may have been made with these individuals, both Mrs. Chapman and Mr. Sanders have indicated they have no plans to become involved with OPPAA.

Page 429 lists teacher traits desirable to work at OPPAA, but nowhere is a background in performing arts mentioned. Criteria on page 430 to select administrative leaders for the school shows no performing arts background necessary. Sample resume's are provided of desirable candidates for employment consideration. All but one have no mention of performing arts background. On the budget worksheet page 4 it asks for WEEKLY minutes to be utilized for music and art. For grades K and 1, 10 minutes are allocated for the week. Second grade gets 30 minutes and grades 3-5 get 45. Keep in mind this is for the entire week. By comparison all children will take physical education for 150 minutes. This hardly represents a heavy emphasis on a performing arts program. On the next page it shows a 0.3 allocation for an art teacher and another 0.3 allocation for music. This represents approximately two hours of employment each day. Two hours of work per day will command a salary of approximately \$11,000 to \$12,000 for the year. One has great doubts as to the quality of individuals who will apply to work under these conditions. It almost assures applicants will view this as a "second job" opportunity or attract recent retirees to supplement their income. A successful performing arts teacher requires passion, enthusiasm, and the ability to get children to put down their electronic toys and perform musically or create artistically. Sadly this application requires none of these attributes.

Orange Park Performing Arts Academy

Charter Application Review

Submitted by: Dr. Suzanne Herndon

January 3, 2013

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- The daily schedule on p. 18 does not reflect instruction in Language Arts. If you only have a 90-minute reading block, that entire block must be devoted to reading. If you have a 120-minute literacy block you can address both reading and Language Arts. This issue is also evident on p. 32.
- On p. 20- curriculum design- the plan is for a team to meet and design curriculum prior to the start of the school year. If staff isn't hired until mid to late summer, how will this be done?
- On p. 24, the importance of integrating the core curriculum with a performing arts focus is stressed. The performing arts curriculum selected for OPAA is from Ohio, Georgia and California. Has a correlation with the CCSS been established?
- On p. 29 it is stated that curriculum and instruction should drive assessment and not vice versa. Actually assessment should drive instruction.
- The core reading program of choice is the Houghton Mifflin series. Has OPAA reviewed the new series up for adoption? The old Houghton Mifflin series is different from what is available for the 2013 adoption.
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- The reading block schedule on p. 32 notes that students will be engaged in independent reading activities each day and that they will be reading will consist of the use of on-grade level text. For independent reading students must be matched with reading that is on their independent reading level. This may or may not be on grade level. To have students use 30 minutes of independent reading time on text that they can't navigate is not beneficial to these students. Additionally, students who are advanced readers would need to spend their time reading above grade level text independently.
- Intervention reading program not defined (p. 34). Last sentence in section "Reading Curriculum for students below grade level" refers to high school. OPAA is an elementary school.
- On p. 39 the reading intervention program is not clearly defined.
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- Please make note that the A-Z programs listed on p. 40 are all available at a cost per teacher.
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- A student's progress in RtI is measured using more than 12 weeks of intervention as listed on p. 378.
- On p. 411 students who do not conform to OPAA uniforms are subject to disciplinary action. Is this allowable since OPAA would technically be a public school?
- The organizational plan behind tab 9 lists OPAA as a "pre-school" and "Pre-K - 5" academy. There is no mention of a Pre-K curriculum or focus throughout the application other than this one page.
- Tab 4 "Resumes of Potential Staff" includes potential teachers who mostly are not certified or experienced in the performing arts. Some are not certified teachers but are applicants whose educational preparation lie in other areas.
- Tab 16 "Curriculum Alignment" RtI is listed as a strategy for reading instruction. This is another indication that the concept of RtI is not understood.

General thoughts on the OPAA application

- The master schedule does not allow for LA instruction or iii outside of the reading block which is a State requirement.
- OPAA planners do not have a firm understanding of RtI (Response to Intervention).
- While the final submission from OPAA is certainly more comprehensive than what was originally submitted, many sections repeat or conflict with other sections.
- Core reading programs (including core intervention materials) have not been identified or completely reviewed.
- Assessments particularly in the K-2 grades have not been adequately identified.

Orange Park Performing Arts Academy Comments

Sandy Emery: Community Representative

As a member of the review committee for the charter school application of the Orange Park Performing Arts Academy (OPPAA) within the School District of Clay County, I have reviewed the application in its entirety and have summarized my main concerns.

1. Mission, Guiding Principles and Purpose: Meets the Standard

- Adequate mission statement although a weak on the measurable student outcomes expected.

2. Target Population and Student Body: Meets the Standard

- The application states that W. E. Cherry is a low performing school and parents would be looking for alternative educational choices. It should be noted that W. E. Cherry has been consistently recognized as an “A” school by the state of Florida.

3. Educational Program Design: Partially Meets the Standard

- Program design was weak in assuring the elements will lead to student achievement for the targeted population.
- Program design is weak in its focus on the performing arts to improve student achievement.
- Initial reading assessment that will be used to assess students upon enrollment (page 32) was not identified so unable to determine if any progress monitoring tools are aligned with the initial assessment and Florida’s standards.

4. Curriculum Plan: Does Not Meet the Standard

- Curriculum lacked a clear and coherent framework for teaching and learning.
- Not clear when immediate intensive intervention (triple iii) will take place outside the 90 minute reading block during the school day.
- Application states that ballet, modern dance, jazz, band, percussions, vocals, drawing, painting, photography, sculpting, digital art and art history as well as private lessons will be provided for students but found little support and integration of these offerings in the curriculum plan.
- No evidence of research base and foundation materials that will be used in each subject area.

5. Student Performance, Assessment and Evaluation: Partially Meets the Standard

- Need to add specific timeline (dates) of when assessments, and progress monitoring tools will be implemented by grade level and subject area

6. Exceptional Students: Meets the Standard

7. English Language Learners: Meets the Standard

8. School Climate and Discipline: Partially Meets the Standard

- Daily Schedule in this section did not reflect instructional times for each subject at each grade level.
- More detail needed on the extended day activities (pg 391). How often are extended day activities being offered? Duration of the extended day activities? Academic Subjects being offered? Funding?
- Application states that parents are to provide 25 volunteer hours. Might be excessive especially for the working parent.

9. Governance: Meets the Standard

10. Management: Partially Meets the Standard

- Teacher recruitment: No mention of recruiting classroom teachers with a performance arts background. This is a major concern as the intent of the Mission and Guiding Principles and Purpose are to use the performing arts to increase student achievement and integrate the performing arts into all aspects of the curriculum

11. Educational Service Providers: N/A

12. Employment: Partially Meets the Standard

- Teacher retention: Concern that without serious compensation, it will be hard to retain teachers who are being asked to work an additional hour, participate in weekly after school professional development for the first six weeks of school, twice monthly for the remainder of the school year, as well as 3 weeks of professional development before the start of the school year.

13. Parent and Community Support and Partnerships: Meets the Standard

- This section requires parents to volunteer 3 hours a year while the School Climate and Discipline Section states parents must donate 25 hours a year.

14. Student Recruitment and Enrollment: Meets the Standard

- After maximum enrollment is reached, might want to prioritize enrollment based on academic need and/or interest in the performing arts instead of the Grove Park Elementary and W. E. Cherry attendance zones. This would be more supportive of the school's Mission, Guiding Principles, and Purpose.

15. Facilities: Meets the Standard

- Concern that OPPAA may not have the necessary resources to fund the facilities plan.

16. Transportation and Food Services: Meets the Standard

- Concern the plan does not meet the needs of all eligible students, only those living within a specific radius.

17. Budget: Partially Meets the Standard

- Start up budget based upon potential donations. No funds currently exist prior to approval.

18. Financial Management and Oversight: Partially Meets the Standard

- No evidence of proper insurance coverage.

19. Action Plan: Does Not Meet the Standard

- Due to the timing of the final application submission, the action plan is not realistic and does not provide flexibility for addressing unanticipated events.

Note: Attachment 8 is missing: Drop Out Prevention Plan

Attachment 23 is missing: Examples of Surveys

**Orange Park Performing Arts Academy
Florida Charter School Application Evaluation Instrument
Exceptional Student Education (pages 371-380)
Terry Roth, Reviewer
Meets the Standard**

Strengths:

- Identifies needs of students with disabilities (SWD)
- Discusses the IEP as a tool for SWD
- Identifies need of gifted students and uses approved Clay County curriculum materials to meet their needs
- Adopts the Clay County Admission and Placement (A & P) Manual and Exceptional Student Education Policies and Procedures (SP & P) Manual for use
- Identifies an ESE teacher to serve identified students

Concerns and Additional Questions:

- Page 373 references that “Related service providers would be contracted on an as needed basis in collaboration with the sponsor in order to provide speech/language therapy, occupational/physical therapy, or mental health counseling.” This doesn’t seem to be accounted for in the proposed budget.
- How will teachers be trained in the School Wide Enrichment Model (p. 374)
- Is the ESE Coordinator also a full time teacher? (p. 375-376)

Overall Assessment: **Deny**

Explanation of recommendations:

School Improvement:

- Continued use of outdated references and research regarding educational best practices; no use of current **scientifically research-based and/or high-effect size instructional strategies**. Lacks both state and local examples of academically successful school models; however, refers to districts and schools that were successful in years past by using best practices that are currently outdated.
- Continues to lack evidence of a continuous School Improvement Plan or Comprehensive Continuous Improvement Plan to serve as the blueprint for the school ensuring that all students are achieving at high levels. This plan would provide for the development of strategies and continuous planning that focuses on quality education and high levels of student achievement. Additionally, the plan would include: **measureable student achievement goals** (based on quality assessments and a thorough analysis of student data), **strategies** (that are research-based and proven effective), a **HQPD Plan** (High Quality Professional Development Plan) that is differentiated based both on student and teacher needs and a **method in which to frequently monitor the progress of the plan** throughout the school year. A team seems to have been established to support the work of a School Improvement Plan (the CSE Team); however, there is no mention of developing a plan for improvement.

Professional Development: Partially Meets

- Lacks a school-wide comprehensive High Quality Professional Development (HQPD) Plan and an Individual Professional Development Plan for teachers, at various stages in his/her career, that is based on contemporary research. There is mention of intensive PD, especially prior to the start of and during the start of the school year; however, a comprehensive plan would include: a Needs Assessment in which to determine staff needs to improve student achievement, a comprehensive plan of focus, which is aligned to student data and staff needs, a calendar of events, facilitators, intended outcomes and a tool in which to monitor the impact the PD had on raising student achievement.
 - No evidence of implementation of the following PD state mandates: Lesson Study and the Common Core.

- No evidence of professional development for teachers tailored to Performing Arts and/or strategies of arts integration to enhance student learning.
- No recommended changes were made to this section.

Assessment: Does Not Meet

- Continues to lack evidence of a sound Assessment Plan to determine needs of students and progress towards the mastery of the standards in all core content areas. There are mentions of assessment tools that will be used but there is no detailed plan to determine what grade levels will be assessed, what type of assessment will be administered, the purpose of the assessment (What will it measure?), the frequency of the identified assessments and the implications the data will have on instruction and instructional decisions. Also, there is no follow up plan for students who continue to demonstrate a need for additional remediation. There is no evidence of a means to progress monitor student progress in each core content area and an intervention/enrichment plan based on the assessment results.
 - Lacks evidence that a range of valid and reliable assessments will be used to measure student performance.
 - Lacks assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
 - Lacks what specific data and/or a process of using data that will inform decisions about adjustments to the educational plan.
 - Lacks creative and innovative approaches (through the Performing Arts) to assess student outcomes.
 - No recommended changes were made to this section.

17. Budget Partially Meets the Standard

Multiple instances of inconsistency made it impossible to say the application “Meets the Standard”.

- Budgetary projections are inconsistent with other parts of the application in the area of student projections and teacher allocations. Student projection numbers and teacher allocations drive many budgeted items and the inconsistency is illustrated below.

	STUDENT COUNT				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
TARGET POPULATION TAB	272	348	392	392	414
BUDGET WORKSHEET TAB	273	344	406	423	423
BUDGET TAB	273	345	366	388	412

	STAFF COUNT				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
MANAGEMENT TAB	24	30.6	34	35.3	35.3
BUDGET SUMMARY	25.2	29.6	33	34.3	34.3

- “Other Revenue” includes fundraising, grants, gifts and donations. During the first year commitment letters from two groups (St. James AME Church and Circle of Hope) provide for donations totaling \$30,000.00 and fundraising (not explained) will provide either \$20,000.00 (according to Budget) or \$13,405.00 (according to Cash Flow Sheet). Dr. Ford-Burse is a principal influence in both St. James AME Church and Circle of Hope. In subsequent years the other revenue is representative of only the lease payments (\$5,000.00 a month) and no fundraising, grants, gifts or donations.
- The Charter School Budget Estimator clearly states that “Other Income” should not be relied upon, however, in the planning year “Other income” is the only source of income.
- Transportation tab states that approximately 100 students will be bused under contract with Wayman Academy of Arts. The sample contract shows a cost of \$45,000, however, the narrative in same tab states \$40,500.00 and the budget worksheets tab also states \$40,500.00.
- Food Service tab states that 35% of students will be free and reduced lunch and 30% of the children will bring their own lunch. The first year using 272 students minus 30% bringing their lunch would have approximately 190 students needing to purchase or receiving free and

reduced lunches. The contract with Wayman Academy of Arts shows 100 student lunches. Budget tab indicates 20% will be free and reduced lunch.

Omissions included the following:

- The lease/ purchase agreement requires OPPAA to carry “property insurance at a level sufficient to pay, in full, the Purchase Agreement price, which shall be \$4,350,000 and the Peninsular District shall be the named Loss Payee and Beneficiary of the policy of property insurance. The policy of property insurance shall further indemnify the Peninsular District from all liability losses, including real property, injury, or otherwise.” The application (budget) doesn’t reflect proof of the coverage.
- Monthly Cash Flow for startup period included, but not for subsequent requested years.

FINANCIAL MANAGEMENT AND OVERSIGHT – PARTIALLY MEETS THE STANDARD

The application required a description of who will manage the school’s finances and how the school will ensure financial resources are properly managed. The narrative stated numerous scenarios, as follows:

- that “the School will contract with the District or a part time Financial Manager to handle monthly, accounting, bookkeeping and reporting services”. CCSD will not be providing these services.
- Budget Worksheet shows a Business Finance Manager for 20 hours a week for 26 weeks at \$17.50 per hour.
- The Financial Management and Oversight narrative states “The plan is to hire a Financial Manager part time for the first few months of operation. According to the narrative the “financial consultant” will prepare “monthly income statements and any other required statement to the CCSB’s financial office, and prepare the preliminary annual financial report (AFR) for audit”. How will the financial manager/consultant prepare monthly statements and the annual financial report if they are only employed for 26 weeks or a couple of months
- Under “Job Descriptions” an Office Manager/Secretary will “Maintain accounting system by entering checks, filing financial paperwork, checking invoices and preparing financial reports Process bi-weekly payroll to employee leasing company.”

Again, inconsistencies make it difficult to rely on financial projections and management assurances. Many of the answers just stated that they would do what was required. Did not demonstrate a clear understanding or knowledge of what was required.

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